

H4A3  
1911

# COURSE OF STUDY

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FOR THE  
ELEMENTARY SCHOOLS  
OF THE  
TERRITORY OF HAWAII

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DEPARTMENT OF PUBLIC  
INSTRUCTION

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HONOLULU, T. H.  
HAWAIIAN GAZETTE CO., LTD.  
1911

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## Note to Teachers

Each principal must exercise general and frequent supervision over the teaching and discipline of the entire school and see that all registers and records of the school are properly kept and that all reports are correctly made and promptly transmitted to the proper authorities. Each teacher, with the assistance of the principal and under direction of supervising principal, must place on file at the beginning of the term an adaptation of the type daily program and an adaptation of the type outline of the term's work, and at the close of each term a list of all the words taught and a list of the typical incorrect forms used by each pupil. The method followed in the correction of these should be indicated. All the written work of the pupils should be kept on file for at least one year, as samples will be called for by supervising principal on each visit. The written work of pupils must be filed according to a system authorized by the supervising principal. The filing must be done under the personal direction of the teacher, and may be made an exercise in number and ear-training of great value, especially in primary grades.

Investigations in nature study and the development of text-book subject-matter should be in the classroom under the personal direction of the teacher. The home work should be the written expression of the work for the purpose of drill and the study of developed text-book matter.

**Language.**—Teach at least 150 words the first year. Test the pupil's ability to use the words taught in each grade by asking questions on things of common interest.

Keep in a prominent place a list of the correct forms of incorrectly used words and sentences; as, expressions used in games, in classroom, on the street, etc. Give five-minute drills four or six times a day on these forms. Frequent drills are necessary, but should in every case depend upon and grow out of the daily experiences of the child.

In the primary grades have the alphabet in script and print in a prominent place and refer to it frequently during the copying of sentences selected. In this way the child will become familiar with the forms and the names of the letters.

1911

Give phonic drills on difficult combinations of sounds adapted to the needs of the individual.

**Reading.**—Teach as many stories and nature study subjects as possible. In this way the child gets the relation between the thought and the spoken, written, or printed symbol for the thought. This relationship is the basis for the child's work in reading.

In the primary grades the children should commit to memory as many as possible of the stories that have been developed.

**Writing.**—Teach the child to sit in good position, to hold his pen naturally, and to write in a clear, legible manner. Avoid any extreme slants.

**Spelling.**—Great care should be exercised to secure good spelling. The best way to teach spelling is to have the pupils write and then give individual drill on troublesome words. If this is not satisfactory, write the words in column from the board or give oral drill from a speller.

# Course of Study for the Elementary Schools

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## GRADE I.

### LANGUAGE.

Names of subjects in the house, the school, occupations of the community, games. National stories adapted and used as subject-matter for talking, reading and writing; as, *The Old Woman and Her Pig*, *The Three Bears*, etc. Memorize—*Mother Goose Rhymes*, stories taught, etc. First year reader. Keep a list of all words taught. Drill daily on these words until the child is familiar with them.

### PROPER USE OF LANGUAGE.

Keep a list of incorrect noun and verb forms and phrases each child uses. Drill on correct form. Five-minute drills each day on proper use of nominative and objective cases; as, *I saw him*, used in first, second and third persons, singular and plural. Show pronunciation and phonic drill for difficult sounds. All drills must be based on and grow out of daily work. Teach necessary punctuation marks.

### NUMBER.

Teach the inch, foot, pint, quart, gallon, cent, dime, day of week. Value of postage stamps, pencils, books and things of common use in and about the school. Addition, subtraction, multiplication and division, oral and written, to 20, by objects in hands of pupils and teachers. Refer to *Prince's Arithmetic*, Book No. 1, for problems. Use a part of each section each term.

### NATURE STUDY.

Study the industries of your neighborhood. Collect samples of products, seeds, grains, etc. Plant and observe to maturity the bean, rice and cane. Study the horse, cow, sheep, hen and duck. Life history of the wasp, dragon fly, mosquito, frog and moth.

**GEOGRAPHY.**

Weather chart: direction of the wind, sunrise, sunset, clouds, day of the week, month, year. Teach directions, position and position words. Plan of schoolroom and school grounds on paper and on blackboard.

**HYGIENE AND PHYSIOLOGY.**

Matters of personal cleanliness; as, washing of face, hands and feet. Care of nails, teeth, hair and clothes.

**WRITING.**

Copy selected sentences from the board. When necessary, drill on single words, on letters or parts of letters, trace, guide the pupil's hand.

**ILLUSTRATIVE WORK.**

Illustrate stories. Represent objects connected with nature study; as, fruits, leaves, flowers, plants, insects, etc. Aim to develop the power of observation and muscular control.

**MANUAL WORK.**

Make equipment for daily work; as, towels, napkins, chalk bags, bags for pencils and rulers, etc. Wash and iron.

**PHYSICAL TRAINING.**

Games, running and marching. Breathing. Correct position. Swedish gymnastics.

**MUSIC.**

Rote songs. Songs in Tonic Sol-Fa, first and second steps. Refer to Book I, Tonic Sol-Fa Music Course for exercises. Give ear exercises daily. Voluntaries pointed on modulator.



## GRADE II.

### LANGUAGE.

Words used in the occupations of the community and inter-relations of the people. National stories; as, The Town Musicians, the Story of the Pilgrims, Maui and Alae Bird, etc. A memory selection each month. Second year reader. Supplementary reading; as, Nursery Rhymes, stories of previous grade. Keep a list of all words taught. Drill daily on these words until the child is familiar with them.

### PROPER USE OF LANGUAGE.

Keep a list of incorrect verb forms and phrases used by the pupils. Drill on correct form. Slow pronunciation and phonic drill for difficult combination of sounds. Continue drill on proper use of nominative and objective cases. Teach period, quotation marks, question mark, apostrophe, comma, and any mark necessary for correct expression. Capitals at beginning of sentence, in proper names.

### NUMBER.

Extend use of measures already learned and teach the yard, rod, cubic, inch, minute, hour. Numbers to 100, by objects in hands of pupil and teacher. Teach the four operations. Emphasize addition and subtraction the first term; multiplication the second term, and division the third term. Develop multiplication tables. Refer to Prince's Arithmetic, Book II, for problems. Use a part of each section each term.

### NATURE STUDY.

Study in growth sugar cane, cotton, rice, banana. Collect fruits, grains, seeds and other products. Study growing trees; as, monkey pod. Habits, haunts and life history of doves, mynah birds.

**GEOGRAPHY.**

Weather chart. Elevation and rain. Direction of the wind and rain. Temperature and rain. Structure of your grounds studied and modeled in sand. Boundaries of school grounds. Location of each nationality's homeland. Hills, valleys, mountains, capes, bays studied in nature and modeled. Compare stones found on ridges, on cliffs, in the beds of streams.

**HYGIENE AND PHYSIOLOGY.**

Matters of personal cleanliness. Care of skin, hair, nails and teeth. Bathing. Effect of stimulants.

**WRITING.**

Continue to copy selected sentences from the board. Have pupils express in their own words their little stories. Drill on phrases on board, erase, and have pupils write. Use copybook for backward pupils.

**ILLUSTRATIVE WORK.**

Continue and extend the work for Grade I.

**MANUAL WORK.**

Make equipment for daily work; as, towels, bags, etc. Incidental to this teach running stitch, basting, seaming, overcasting, hemming. Wash and iron. Make iron-holders, lunch-boxes, books, toys and apparatus. Repair clothing.

**PHYSICAL TRAINING.**

Facings, marching, running, games and folk dances. Swedish gymnastics.

**MUSIC.**

Songs by note. Occasional songs by rote. Book I and first half of Book II Tonic Sol-Fa Music Course for exercises. Ear training continued. Voluntaries pointed on modulator. Third term, the beginnings of staff as directed in "Staff Supplement" to Books I and II of Tonic Sol-Fa Music Course.

### GRADE III.

#### LANGUAGE.

Daily talks on local topics, great world events. National stories; as Robinson Crusoe, Battle of Owls, Story of Joseph, Story of Aeneas. Letter writing. Memory selections. Third year reader. Supplementary reading; as, Six Nursery Classics. Keep a list of all words taught. Drill on these words until the pupil is familiar with them. Spelling.

#### PROPER USE OF LANGUAGE.

Keep a list of incorrect forms. Daily drill on correct forms. Spelling of nouns in the plural. Rules for formation of plural. Teach use of capitals, common and proper nouns, nominative, possessive and objective cases. Drill on regular and irregular verbs found in daily work. Phonic drill on difficult sounds. Phonic markings.

#### NUMBER.

Extend use of measures already learned. Develop as far as possible, the tables of value, time, weights and measures. Numbers to 1,000. Limit multipliers and divisors to two figures. Develop and commit to memory the multiplication tables. Develop fractions 1-2 to 1-20. Teach the form for a bill of goods. Use only articles the kind, measure and price of which are known or can be learned. Have a store. Refer to Prince's Arithmetic Book III for problems. Use a part of each section each term. Rapid calculations.

#### NATURE STUDY.

Study the squash, papaia, orange tree. Fertilization of flowers. Collect seeds and fruits. Study insects in relation to plants; as, the bee, butterfly, ant, melon fly, beetle. Study the cricket, aphid, moth, beetle, fish and frog.

#### GEOGRAPHY.

Home geography. Weather chart. Evaporation and condensation by experiments. Experiments on currents of air. Kona storms. Geography of your island and of the Hawai-

ian group. Physical features. Model land forms. Climate, rain and wind on windward and lee sides of island, water supply. Plant and animal life. Soils and rocks. Collect and examine coral, lava, black and white sand. Different nationalities. Typical industries. Lines of transportation and communication of the group. Trade. Government. Officers of each district and duties. Teach map of world by constant reference to it during talks on current events.

#### **HYGIENE AND PHYSIOLOGY.**

Matters of personal cleanliness. Breathing. Sleeping. Exercising. The eye. The ear. The effects of alcohol and tobacco.

#### **WRITING.**

Continue to copy sentences. Have pupils express daily on different subjects. Use copy book for backward pupils.

#### **ILLUSTRATIVE WORK.**

Illustrate stories. Represent land forms, objects, connected with nature study. Correct mistakes in technique by drill on correct forms. Use drawing book as needed. Aim to give the child the power of self-expression.

#### **MANUAL WORK.**

Make equipment for daily work of school. Repair clothes, sew on buttons, make aprons, etc. Teach seaming, overcasting, hemming, hemstitching, gathering, sewing on ruffles, buttonhole stitch, darning. Drill on special stitches. Make needle books, pin cushions, rulers, seed trays, canoes, picture frames, coat racks. Book making, etc.

#### **PHYSICAL TRAINING.**

Exercises to correct special faults. Folk dances, military marching, games, running and jumping. Wands, Swedish gymnastics, etc.

#### **MUSIC.**

Two part songs in Tonic Sol-Fa. Book II Tonic Sol-Fa Music Course for sight reading. Ear training. Voluntaries pointed on modulator. Translate from Tonic Sol-Fa into staff.

**GRADE IV.****LANGUAGE.**

Daily talks on great world events. National stories; as, William Wallace, John Smith, Story of Moses, Kamehameha, Capt. Cook, etc. Letter writing. Business forms. Fourth year reader. Supplementary reading. Keep a list of all words taught. Drill on these words until the child is familiar with them. Spelling.

**PROPER USE OF LANGUAGE.**

Keep a list of incorrect forms used by pupils. Have each pupil keep in a book the correct form of sentences that he has used incorrectly; drill on these until they sink into automatic habits of expression. Teach number, case and gender of nouns and pronouns, subject and predicate, adjective modifiers of subject, expansion and contraction of sentences, change sentences from direct to indirect form.

**NUMBER.**

Develop and commit to memory the tables of denominate numbers. Arabic notation to a million. Addition, subtraction, multiplication and division within this limit. Reduction of denominate numbers. Addition, subtraction, multiplication and division of fractions by means of splints. Drill on multiplication tables. Make out and foot up bills of goods. Refer to Prince's Arithmetic Book IV for problems. Use a part of each section each term. Rapid calculations.

**NATURE STUDY.**

Collect specimens of woods, grains, nuts, fruits, fibres. Plant and study wheat, oats, barley, flax, etc. Migratory birds, plover (Kolea), duck. Study the cane borer, wood-borer, blights on orange and other trees.

**GEOGRAPHY.**

Home and world geography. Weather chart. Trade winds. Drift wood. Ocean currents. Routes of ocean travel. Railroads, cables, canals. Islands of Pacific and

world. Climate, industries and people. Territorial and federal officers. In connection with the talks on current events, teach the relative position and names of the grand divisions of land and water and political boundaries. Drill on the map of the world until each pupil is familiar with the name and position of each division. Collect soils and classify them on the basis of color, origin and texture. Collect stamps, etc. Compare each topic with conditions in Hawaiian Islands.

#### **HYGIENE AND PHYSIOLOGY.**

Personal and city cleanliness. Fresh air. Lungs. Action of heart. Sleep. Exercise. Food. How waste matter goes off. Effect of alcohol and tobacco.

#### **WRITING.**

Continue work of preceding grades. Use copy book in special cases.

#### **ILLUSTRATIVE WORK.**

Continue and extend the work of Grade III.

#### **MANUAL WORK.**

Continue the work of Grade III. Make books, apparatus, toys, houses and mats.

#### **PHYSICAL TRAINING.**

Marching, running, shoulder-blade and chest exercises, and deep breathing. Dances. Indian clubs. Exercises.

#### **MUSIC.**

Two and three part songs in Tonic Sol-Fa Book III Tonic Sol-Fa used for sight-reading. Book II for translating into staff. Use Books I and II Tonic Sol-Fa Supplement as a guide. Give ear exercises daily and translate into staff. Third term teach simple two part songs in staff.



**GRADE V.****HISTORY AND LANGUAGE.**

Pioneer period of American history from 1492 to 1850. National stories; a3, Washington, Alfred the Great, Stories of the Persian Wars, Kaahumanu. Memory selections. Letter writing. Fifth year reader. Supplementary reading. Spelling.

**PROPER USE OF LANGUAGE.**

Apply all previous directions when necessary. Commit to memory any rule that will assist in expression of thought. Teach the use of the principal noun and verb forms. Analysis of simple sentences found in the literature read and studied. Synthesis of sentences. All formal work in grammar must be in close connection with the composition work made necessary by all lessons. (Refer to a grammar and composition for rules.)

**NUMBER.**

Notation and numeration for four periods. Addition, subtraction, multiplication and division of fractions to twelfths and of decimal fractions to thousandths. Denominate numbers. Refer to Prince's Arithmetic Book V for problems. Use 1-3 of each section each term. Rapid calculation. Drill weekly on sections of Grade IV not covered in Grade V.

**NATURE STUDY.**

Evaporation and condensation. Crystallization. Simple experiments on solids, liquids and gases.

**GEOGRAPHY.**

North and South America compared with Hawaiian Islands. Physical features. Climate. Industries. People. Weather record. Collect labels showing origin of useful articles of commerce. Drill on map of world. Current events. Teach tropics and zones in connection with shadow stick.

**HYGIENE AND PHYSIOLOGY.**

Obvious anatomy. First aid to the injured. Sprains. Burns. Poisons. Drowning. Bandages.

**WRITING.**

Continue work of preceding grades. Use copy book in special cases.

**ILLUSTRATIVE WORK.**

Illustrating stories. Chalk modeling continents, land forms, etc. Represent nature study subjects, apparatus, figure posing, etc. Emphasize technical skill. Use drawing book.

**MANUAL WORK.**

Teach children to make their own clothing; as, skirts and underclothes. Teach eyelet-holes, blind loops, blind stitching, felling, cross stitch, etc. Make table mats, fans, baskets, meter sticks, yard sticks, pointers, and bread boards.

**PHYSICAL TRAINING.**

Indian clubs. Marching and running. Dancing. Basketball. Exercises.

**MUSIC.**

Continue staff, using Book V. Silver Song Series as a guide. Scale construction and signatures. Ear tests.



**GRADE VI.****HISTORY AND LANGUAGE.**

Colonial period of the Thirteen Colonies. National stories; as, Story of King Arthur, Ivanhoe, Crusades, Elizabeth, Sir Walter Raleigh (plantation life). Memory selections. Letter writing. Sixth year reader. Supplementary reading. Spelling.

**PROPER USE OF LANGUAGE.**

Apply all previous directions when necessary. In connection with the composition work of the school teach the main points of grammar and composition. Have the pupils prepare from their textbooks the points in grammar taken up in daily work. (Use a Composition and Grammar.)

**NUMBER.**

Common and decimal fractions. Mensuration. Denominate numbers and business forms. Refer to Prince's Arithmetic Book VI for problems. Use 1-3 of each section each term. Drill weekly on sections of Grades IV and V not reviewed in Grade VI.

**NATURE STUDY.**

Simple experiments illustrating the action of the force of gravity. Cohesion, adhesion and magnetism.

**GEOGRAPHY.**

Europe compared with Hawaiian Islands. Type studies relating to the physical, climatic, industrial, political and social life. Weather record. Current events. Map of world. Routes of travel. Drainage systems. Geography of countries referred to in the work in History.

**HYGIENE AND PHYSIOLOGY.**

Care of the body and of the city. Drinking water. Sewerage. Prevention of disease. Effects of alcohol. Food inspection. Tuberculosis. Mosquito campaign.

**WRITING.**

Use copy book in special cases.

**ILLUSTRATIVE WORK.**

Continue and extend the work of Grade V.

**MANUAL WORK.**

Continue and extend the work of Grade V. Repair furniture. Make models.

**PHYSICAL TRAINING.**

Basket-ball. Tennis. Folk dances. Exercises.

**MUSIC.**

Continue work in staff using Book VI of Silver Song Series. Supplementary Music. Staff construction. Ear tests.

**GRADE VII.****HISTORY AND LANGUAGE.**

Study of revolutions. The War of the Revolution, Reformation in Germany, Puritan Revolution, French Revolution. National stories; as, Jewish Heroes, Cyrus the Great, Pericles, Alexander the Great, Julius Caesar, Charlemagne, Spanish Armada, Nelson. Memory selections. Letter writing. Seventh year reader. Supplementary reading. Spelling.

**PROPER USE OF LANGUAGE.**

Apply all previous directions when necessary. Review and strengthen the work of the preceding grades. Have pupils prepare from the Grammar and Composition all the rules needed and all the points referred to in their daily work.

**NUMBER.**

Mensuration. Denominate numbers. Metric system. Percentage. Business transactions. Refer to Prince's Arithmetic Book VII for problems. Use 1-3 of each section each term. Drill weekly on sections of Grades IV-VI not reviewed by Grade VII.

**NATURE STUDY.**

Experiments showing pressure of water, of steam, of air. Steam engine. Artesian wells.

**GEOGRAPHY.**

Asia, Africa and Australia compared with Hawaiian Islands. Weather record. Physical features. Political divisions. Climate. Industries. Trade. People. Governments. Routes of travel. Current events.

**HYGIENE AND PHYSIOLOGY.**

Detailed anatomy. Muscles. Blood. Food. Clothing. Effect of alcohol.

**ILLUSTRATIVE WORK.**

Continue and extend the work of preceding grades. Emphasize technical skill. Use drawing book.

**MANUAL WORK.**

Teach children to cut and fit plain clothes. Make a sampler involving selections from preceding exercises. Make letter boxes, book racks, small stools, bamboo baskets, insect cages, simple joints, shadow sticks, etc.

**PHYSICAL TRAINING.**

Continue work of previous grades.

**MUSIC.**

Review construction of major and explain minor mode. Continue work in staff using Book VII of Silver Song Series. Supplementary music.

**GRADE VIII.****HISTORY AND LANGUAGE.**

American History under the Constitution. War of 1812. Civil War. National stories; as, John Paul Jones (War of 1812), Story of Holland (Siege of Leyden), French Revolution and Napoleon, Lincoln (Civil War), Livingstone, Stanley. Struggle in South Africa. England's Conquest of India. Union of North German States, of Italian States. Revolt of Spanish-American Provinces. Governments of the World Today (English). Letter-writing. Eighth year reader. Supplementary reading. Hawaiian History.

**PROPER USE OF LANGUAGE.**

Review and commit to memory the fundamental principles and rules of English composition in connection with the daily work.

**NUMBER.**

Interest. Profit and Loss. Accounts. Ratio and Proportion. Refer to Prince's Arithmetic Book VIII for problems. Use 1-3 of each section each term. Drill weekly on section of Grades IV-VII not reviewed by Grade VIII.

**NATURE STUDY.**

Water pump. Air pump. Block and pulley. Effect of heat. Telephone.

**GEOGRAPHY.**

Geography of world compared with the geography of the Hawaiian Islands. Physical. Model land forms. Climate. Industries. Trade. Routes of travel. People. Government. Government officers. Centers of influence. Model and outline maps. Current events.

**HYGIENE AND PHYSIOLOGY.**

Review hygiene and physiology. Nervous system.  
Work. Rest. Habit. Effects of alcohol and tobacco.  
Care of eye, ear. Other sense organs.

**ILLUSTRATIVE WORK.**

Continue and extend the work of preceding grades.

**MANUAL WORK.**

Continue work of Grade VII.

**PHYSICAL TRAINING.**

Continue work of previous grades.

**MUSIC.**

Review work of preceding grades. Book VIII Silver  
Song Series. Supplementary music.

## RECEIVING ROOM.

(In many localities there is an occasional influx of large numbers of alien immigrants. Children of these often enter school without any acquaintance with the language of the school. In some instances pupils come to school from camps of alien laborers without having had any opportunity of hearing spoken English. In any case where such pupils enter school in sufficiently large numbers to warrant it, a room to be known as the Receiving Room may be reserved, and with the approval of the Superintendent of Public Instruction, a miscellaneous school may be temporarily established, and a specially qualified teacher may be assigned by the principal of the school to the work of preparing these irregular pupils to take up the regular work of the grades.)

### LANGUAGE.

Teach the children to talk about what the mother does in the home; as, the care of the children, the care of the house, the cooking of food, the making of clothes. Teach them to talk about what the father does to support the home, the tools he uses in his work, etc. Teach them to talk about the games played at home, at school, the things seen on the way to and from school, the work in the school and school yard. National stories adapted and used as subject-matter for talking, reading and writing; as, *The House That Jack Built*, *The Little Red Hen*, etc. Memorize Nursery Rhymes, stories taught, etc. Teach as many stories as possible. In this way the child gets the relation between the thought and the spoken, written or printed symbol for the thought. This relationship is the basis for the child's work in reading. Reader—Use *Hawaii's Young People*. Teach about 100 words. Keep a list of all words taught. Drill on these until the child is familiar with them.

### PROPER USE OF LANGUAGE.

Keep a list of incorrect forms each child uses. Give short drills each day on the correct form. Teach incidentally such forms as, "If you please," "Thank you," "May I go," "Excuse me," etc.

**NUMBER.**

Teach number incidentally. Notation and numeration to 30.

**NATURE STUDY.**

Plant and observe the taro, the rice, the bean, the cane, the coffee. Collect seeds found about the homes of the pupils. Study the life history of the dog, the cat, the goat, the hen, the mosquito, the moth, etc. Teach as many nature study subjects as possible. In this way the child gets the relation between the thought and the spoken, written or printed symbol for the thought. This relationship is the basis for the child's work in reading.

**HYGIENE.**

Attend to matter of personal cleanliness; as, care of hands, feet, face, hair, clothes, etc.

**WRITING.**

Copy selected sentences from the board. When necessary, drill on single words, on letters or parts of letters, trace, guide the pupil's hand.

**ILLUSTRATIVE WORK.**

Illustrate stories. Represent objects connected with nature study. Aim to develop the power of observation and muscular control.

**MANUAL WORK.**

Care of the schoolroom; as, the care of chalk-rail, the pupil's desk, the teacher's desk. The making of equipment for daily work; as, towels, napkins, chalk-bags, etc. The building of toy houses out of sticks and blocks. Washing and ironing.

**PHYSICAL TRAINING.**

Motion songs, games and marching. Good sitting and standing positions.

**MUSIC.**

Rote songs. Simple songs in Tonic Sol-Fa. Ear-training.



## ELEMENTARY SCHOOLS — AUTHORIZED TEXT-BOOKS.

### READERS.

\*Golden Treasury—Stebbins & Coolidge.

First Reader  
Second Reader—Baldwin  
Third Reader  
Fourth Reader  
Fifth Reader  
Sixth Reader  
Seventh Reader  
Eighth Reader

### ARITHMETIC.

Prince Arithmetic by Grades—Prince.

Book I  
Book II  
Book III  
Book IV  
Book V  
Book VI  
Book VII  
Book VIII

### GEOGRAPHY.

Natural Elementary Geography—Redway & Hinman's.  
Natural Advanced Geography—Redway & Hinman's.  
Hawaiian Geography—Baldwin.  
Advanced Geography—Tarr & McMurray.

### HISTORY.

First Book in American History—Eggleston.  
History of the United States and Its People—Eggleston.

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\* First reader Golden Treasury to be used during the school year 1911-12.

Second reader to be used during the school year 1912-13, etc., until the whole set is introduced.

**PHYSIOLOGY.**

Elementary Physiology and Hygiene—Smith  
 Body and Its Defense—Gulick Series.  
 Body at Work—Gulick Series.  
 Town and City—Gulick Series.  
 Good Health—Gulick Series.  
 Emergencies—Gulick Series.

**LANGUAGE.**

Mother Tongue, Book I—Kittredge & Arnold.  
 Mother Tongue, Book II—Kittredge & Arnold.  
 English Grammar and Composition—Swinton.

**MUSIC.**

Tonic Sol-Fa Music Course—Oliver Ditson.

Book I  
 Book II  
 Book III

Silver Song Series—~~Silver~~-Burdette.

Book V  
 Book VI  
 Book VII  
 Book VIII

**PENMANSHIP.**

Barnes Natural Slant—Barnes.

Book I  
 Book II  
 Book III  
 Book IV  
 Book V  
 Book VI  
 Book VII  
 Book VIII



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